

Teacher's Notes

Mr Bean™

Toothache



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Welcome to the Popcorn ELT Readers series, a graded readers series for low-level learners of English. These free teacher's notes will help you and your classes get the most from your Mr Bean Popcorn ELT Reader.

Level 2

Popcorn ELT Readers level 2 is for students who are gaining confidence in reading in English, based on a 250 headword list. The simple past tense is introduced at this level.

Mr Bean: Toothache has a total story wordcount of 590 words.

Mr Bean: Toothache – synopsis

Mr Bean is watching TV one day and eating his favourite snack, popcorn. He bites down hard on a piece of popcorn and hurts his tooth. The toothache is terrible and Mr Bean can't sleep. He tries, unsuccessfully, to pull out his tooth and ends up tying his tooth to a chest of drawers that he pushes out of the window. Mr Bean flies out of the window too, but his tooth stays where it is. The next time he tries to pull out his tooth, he causes a road accident, so he goes back inside. There, the tooth falls out on its own.

Mr Bean decides to stick his tooth back into his mouth with glue, but glues it to his hand by mistake. He then cuts the green horn off a dinosaur toy to replace the tooth. It looks horrible, so he decides to go to the dentist. The dentist removes the tooth from his hand and sends Mr Bean home with a shiny new tooth. Mr Bean sticks the dinosaur's horn back on, and uses his strong new tooth to pull the horn into the right position ... and hurts his tooth all over again!

Mr Bean Animated Series

First on TV: 2002

Genre: animated comedy

Suitable for: all children

Actors: Rowan Atkinson (voice of Mr Bean)

Other Mr Bean series and

films: *Mr Bean* (live action series) (1990–1995), *Bean* (also known as *Bean: The Ultimate Disaster Movie*) (1997), *Mr Bean's Holiday* (2007)

Why not try the other Mr Bean Popcorn ELT Readers?

- *Mr Bean: Royal Bean* (level 1)
- *Mr Bean: The Palace of Bean* (level 3)

For ideas on watching extracts from the DVD in class, see pages 3, 6 and 7 of these notes.



Popcorn ELT Readers

Teacher's Notes

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Just choose the pages that you need and print!

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Meet ... the people in *Mr Bean*

The 'Meet ...' page introduces students to the main characters in the story.

This page is recorded on the CD.



- 1 Before looking at the book, ask students *Do you know Mr Bean?* If anyone knows and likes the programmes and films in which he appears, talk briefly in L1 about what he is like.
- 2 Look together at the front cover of the book. Ask *Which man is Mr Bean? (the man with black hair) What is Mr Bean's problem? (He hasn't got all his teeth.)* (Teach *tooth/teeth* if necessary.) *Who is the man with grey hair?* (Teach *dentist* if students come up with the word in L1.) Ask *Does he help Mr Bean?*

OR

Tell students (in L1) they're going to see an extract from the cartoon. They answer these questions as they watch: *What is Mr Bean doing? Why does he shout?* Show the start of the cartoon when Mr Bean hurts his tooth (DVD 00:16–00:45). Discuss the answers to your questions as a class. (Teach *tooth/teeth* if necessary.)

- 3 Look at the 'Meet ...' page with your class and ask some questions about the characters in the pictures, e.g. *What colour is the dinosaur? Who has got a tooth in his hand?*
- 4 Read the page out loud to the class or play the CD.
- 5 Students close their books. Play a game of *Who Am I?* For example, say *I go everywhere with Mr Bean.* Students say *You're Teddy.* Continue with information about the other characters. With stronger classes, ask students to take over your role.
- 6 Read and answer the 'Before you read' question with your class. Ask students if they like going to the dentist.



New Words



This page is recorded on the CD.




The words on this page are available as flashcards (see pages 13–17 of these notes).

The 'New Words' page presents up to ten new words that are included in the story, but are not on the headword list. There is usually a piece of conversational language at the end.


New Words

glue




This is **glue**.

ice




There is some **ice** in this drink.

popcorn




I like **popcorn**.

airbed



You can sleep on an **airbed**.

horn




This dinosaur has three **horns**.

mirror




The boy is looking in the **mirror**.

string




This is **string**.

drawers




Have you got **drawers** in your room?

hurt



The girl's hand **hurts**.

tooth / teeth



Look at the dog's **teeth**!

Verbs

Present	Past
fall	fell
sit	sat

What does the title *Toothache* mean?
Ask your teacher.

- 1 Look at the 'New Words' page with your class. Say *All these words are in the story. Which words do you know?* They should remember *tooth/teeth* from the 'Meet ...' page.
- 2 Play the recording of the words and sentences on the CD. Elicit the meaning of each word in L1 or translate for the class.
- 3 Look at the 'Verbs' box. The irregular pasts of *fall* and *sit* occur in the story, in addition to the past forms on the syllabus. Say the new past forms several times and students repeat. Elicit simple example sentences, e.g. *I sat on a chair. Then I fell off.*
- 4 Ask *What does the title mean?* Explain to your students in L1 that when your tooth hurts you have *toothache*.
- 5 Do some vocabulary activities to practise the new words (see suggestions opposite).

Vocabulary Activities

- Stick the flashcards around the classroom. Say a word and students point to the correct flashcard. Alternatively, for a more energetic version of the activity, they could run to the flashcard.
- Play a game of charades or pictionary, in groups or as a whole class. One student chooses a word and mimes or draws it for the rest of the group. The first student to guess correctly has the next turn.
- Put the class into two teams. Two students, one from each team, stand in front of you. Hold up a picture flashcard. The first student to say the word wins a point for their team. Continue with other students and other flashcards.



The World of Bean

This page is recorded on the CD.


'The World of Bean' page gives some funny extra information about Mr Bean.



- Ask students to guess what Mr Bean's favourite food is. Students turn to page 6. Students read the pages at the same time as you read the page out loud or play the CD. They find out the answer to your question (*Popcorn*).
- Look at the word box. Ask students if they know what these words mean in their language. You might like students to use a dictionary to check meaning.
- Interview some students, using some of the questions on the page, e.g. *How are you? Do you like popcorn? What do you do after dinner? Can you read? What time do you have dinner?* Then ask students to ask and answer the questions in pairs.



Using the story with your class

 The story is recorded on the CD.

The story can be read in a number of ways, depending on the size, age and language level of your students and the teaching time available. The following are some suggestions for ways of reading the story. You may want to combine several of these.

Teacher-led reading

This can work well with younger students. Read the story out loud to your class, or use the CD. If possible, allow your class to sit close together on a mat when you read the story to them. Remember to give the students plenty of time to process what they are hearing. As you read, emphasise the words which carry most meaning, and pause at the end of each sentence.

Children love to hear the same stories again and again, and repetition supports language learning. Reading the same story several times can be very useful.


Autonomous reading

It is important that students learn to read autonomously. Decide on a period of time each week when students can practise silent reading in class – or perhaps ten minutes at the start or end of every lesson. This will encourage the habit of reading and will motivate students to continue reading in their own time. Younger students can take their readers home and read a page or chapter to their family. This will give them a strong sense of ownership of the story.

Group or pair reading

Students take turns in reading a sentence, paragraph or page of the story to each other in small groups or pairs. Encourage them to help each other with pronunciation of new words. This can be a useful reinforcement task once students are already familiar with the story.


Before reading a section of the story you could:

- Warm up with a vocabulary activity (see page 4).
- Discuss what has happened in the story so far.
- Show students a picture from the next part of the story and ask them to guess (in L1) what is happening.
- Copy several pictures from the next part of the story. Give a set of the pictures to small groups of students. They guess the order in which the pictures will appear.
-  Play students a short section of the cartoon, showing an event that they are going to read about or a character that they are going to meet. For example, ask *What is Mr Bean doing?* and play the scene when Mr Bean finds the dinosaur and gets out a saw (DVD 07:07–07.24). After watching, ask students to guess what Mr Bean plans to do with the dinosaur.

Tip Set up a class library of graded English readers and give students the opportunity to choose their own stories from time to time. This will encourage them to be more involved in their own reading.




After reading a section of the story you could:

- Point to a character in a picture and ask questions, e.g. *Who is this? Where is he? Is he happy?*
- Give students one of the chapter quizzes on page 8 of these notes.
- Ask students to write quiz questions about the story. Give them some examples, e.g. *It was on the airbeds. What animal is it? (A cat)* They ask and answer their questions in groups or as a whole class.
- Predict what is going to happen next.
-  Play an extract from the cartoon that corresponds with the section of the story that they have just read. Pause from time to time and ask questions. For example, play the scene when Mr Bean tries different things to pull his tooth out (DVD 02:52--04:50). Pause at these points:
 - 02:54 Before Mr Bean shuts the door, ask *What is Mr Bean going to do now?*
 - 03:10 Before he shuts the door the second time, ask *Is the tooth going to come out this time?*
 - 03:36 When we see Mr Bean's head as he pumps up the airbeds, ask *What is Mr Bean doing now? Why?*
 - 04:11 Before the cat jumps on the airbeds, ask *What is the cat going to do now?*
 - 04:30 When the drawers go out of the window, ask *What comes next?*
 - 04:50 When he realises that his tooth hasn't come out, ask *Is Mr Bean's tooth out now? Is he happy?*

After finishing the story you could:

- Do the activities at the back of the reader.
- Ask students to make a list of words from a particular category used in the story, e.g. furniture.

-  Divide the class into groups and give each group a word that is used regularly in the story. You might want to create an action for each word. Play the CD or read the story aloud. Each time students hear their word, they stand up and sit down again or do the action. For example, give two groups the words *tooth* and *ow* for pages 8–10.
- Ask students to draw a picture of their favourite part of the story. You could then give a few of the pictures to small groups of students, and ask them to put the pictures in the order they happen in the story.
- In small groups, ask students to think of a new ending for the story. They either write, draw or roleplay the final scene.
- Ask students to write a short review of the reader. Write on the board:

The story of Mr Bean: Toothache is ...
My favourite character is ... because ...

Ask students how they might complete these sentences and write their ideas on the board. They use this as a framework for writing their review. They could also give the story a score out of ten, depending on how much they enjoyed it. You might want students to have a readers folder where they keep reviews for all the readers they have read.



Using film extracts in class

- Use short extracts (two to three minutes maximum).
- Give students something to do or think about as they watch.
- Ask them questions about the extract they have just seen.
- Allow them time to talk about what they have just seen.



Story Quizzes (Answer key, page 11)

Pages 8–13

What is Mr Bean saying? Write the correct words.

come	popcorn	string
Teddy	tooth	TV

I was in front of my **1**TV..... . I had
some **2** It's my favourite food. **3** was next to
me. Ow! Suddenly, my **4** hurt. I put some **5**
round my tooth, but it did not **6** out.

Pages 14–19

Put these sentences in order.

- a Mr Bean goes home.
 - b Mr Bean falls on the airbeds.
 - c A blue car goes CRASH!
 - d The drawers fall on the airbeds.
 - e Mr Bean's tooth comes out.
 - f Mr Bean goes out to the road.
-

Pages 20–25

Choose the correct words.

- 1 The dentist gives a new horn / a new tooth to Mr Bean.
- 2 Mr Bean is hungry / thirsty.
- 3 Mr Bean likes / doesn't like the dentist's chair.
- 4 Mr Bean likes / doesn't like his new tooth.
- 5 At the end of the story, Mr Bean has / doesn't have toothache.



Real World

This page is recorded on the CD.

The **Real World** page provides students with cross-curricular or cross-cultural information linked to the content of the reader.

Real World
TEETH

Read about some interesting teeth ... and don't get toothache!

Wonderful animals

- Sharks' teeth come out every week – and new teeth grow!
- Tigers have big teeth. They are 7 centimetres long!

How many teeth?

- Young children have 20 teeth.
- Adults have 32 teeth.
- Dogs have 42 teeth and crocodiles have 60!

Did you know?

George Washington was the first President of the United States (1789-1797). His teeth were not good. Lots of them came out. His dentists made some new teeth. They made them from animals' teeth!

How can we look after our teeth?

- Brush your teeth in the morning and before bedtime.
- Don't eat a lot of sweets.
- See the dentist two times every year.

What do these words mean? Find out.

grow tiger adult
made look after

How many teeth have you got?

- With books closed, ask *What hurts in the story? (Mr Bean's tooth)* Ask *What do you know about teeth?* Elicit anything students know, e.g. about brushing two or three times a day, not eating too many sweets, which animals have a lot of teeth or very long teeth. Allow them to use L1 if necessary.
- Ask students to open books at page 26. Ask students to look at the pictures first. Ask students to guess, in L1 if necessary, what connection each picture has with the topic.
- Students read each section, or read and listen to the CD. They then answer the question in the red circle.
- Look at the word box. Ask students if they know what these words mean in their language. You might like students to use a dictionary to check meaning.
- Give each student a copy of the 'Project' worksheet (see page 10 of these notes). Tell

students (in L1) that they are going to find out which common food and drink items contain sugar. They could either do this by looking at the nutritional information on food packaging at home, or you could bring a selection of empty food packaging into class for them to look at. Students draw and label items in each box depending on whether they contain or don't contain sugar.

- Encourage students to reflect on the information they have found out. Are there any surprises in what they have found out, eg bread often contains sugar. Ask *Which things are OK for your teeth? Which things are bad for your teeth?*
- Display the projects around the classroom for other students to read. After this, you could tell students to keep their completed project worksheets in a 'Real World' section of their readers folder.



Real World: Project

Cross-curricular
content area:
Science

Sugar in Food

Food and drink with sugar.

Food and drink with no sugar.



Answer Key

After you read (page 28)

1 a Yes b No c No d Yes e Yes f Yes g No h Yes

2 a iii b iv c v d vi e i f ii



Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.
Can they find it? (Answer: page 6)

Multiple intelligence activities (pages 29–32)

Puzzle time! (pages 29–30)

1a

Spatial intelligence

i) A ii) B iii) A iv) B v) B



1b

Spatial intelligence

Teddy is on a chair in picture A.

2

Linguistic intelligence

- a teeth
- b drawers
- c dinosaur
- d string
- e popcorn

The activities on pages 29–32 are designed to cater for students' multiple intelligences and learning styles.

3

Logical intelligence

- a Do you like popcorn? (Then students' own answer.)
- b Are your teeth strong? (Then students' own answer.)

Story Quiz Answer Key (Teacher's notes, page 8)

Pages 8–13

- 1 TV
- 2 popcorn
- 3 Teddy
- 4 tooth
- 5 string
- 6 come

Pages 14–19

a 5 b 2 c 4 d 1 e 6 f 3

Pages 20–25

- 1 a new tooth
- 2 thirsty
- 3 likes
- 4 likes
- 5 has






Imagine ...

Kinaesthetic intelligence

- 1 Write a short summary of the *Mr Bean: Toothache* story, focussing on information that you want to practise.
- 2 Tell students that you are going to read your summary of the story with some missing words. They have to say the words that are missing.
- 3 If possible, bring a whistle into class for this activity. Read your summary slowly. Ask students to put their hands up if they know the answer and give them some time to think before asking anyone to answer.
- 4 More confident classes could continue this activity in pairs or small groups, clapping when a word is missed out.

Chant

Musical intelligence

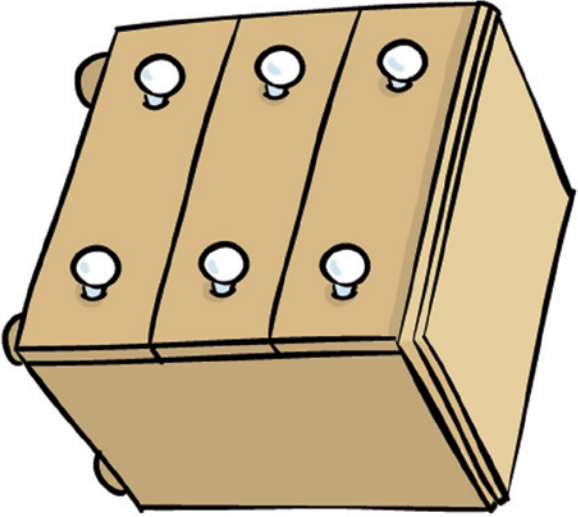
-  This page is recorded on the CD.
- 1  Say *Open your books at page 32*. Read the chant or play the CD. Ask students to read and listen carefully.
 - 2  Divide the class into two groups. Explain that one group says the first two lines of each verse and the other group says the second two lines. Play the CD or say the chant yourself. Students say it at the same time. Practise several times, then groups swap lines.
 - 3 You might like to choose two students to be Mr Bean and the dentist, and give them a bandage, an apple and perhaps even a white coat to use as props. They stand at the front of the class and mime their characters as the rest of the class says the chant.



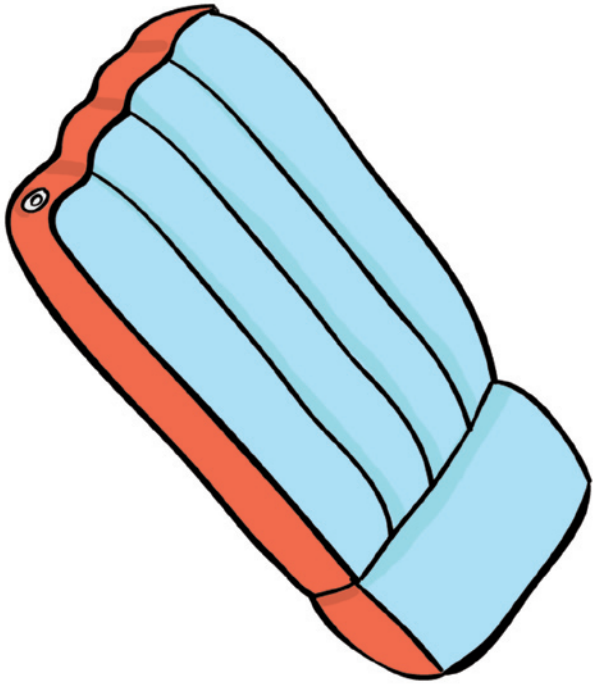
Flashcards



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fold

fold

drawers
Have you got **drawers**
in your room?

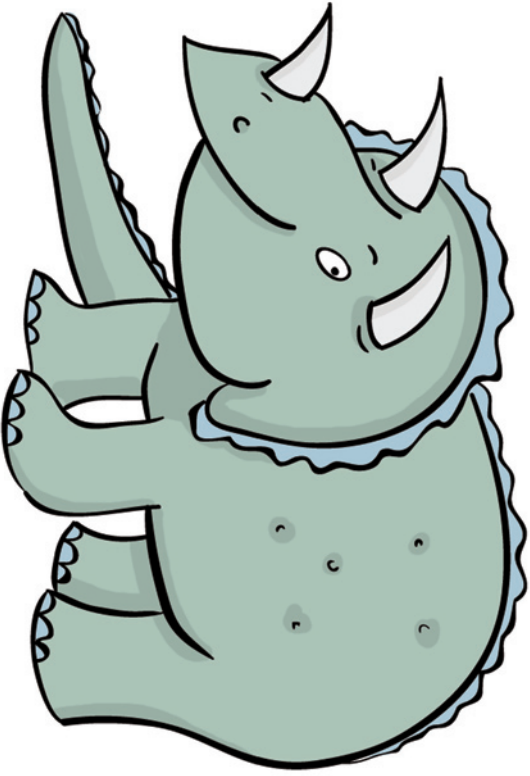
airbed
You can sleep on an
airbed.



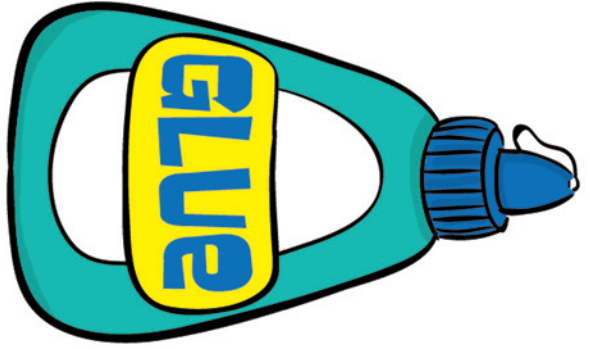
Flashcards



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fold

fold

horn
This dinosaur has
three **horns**.

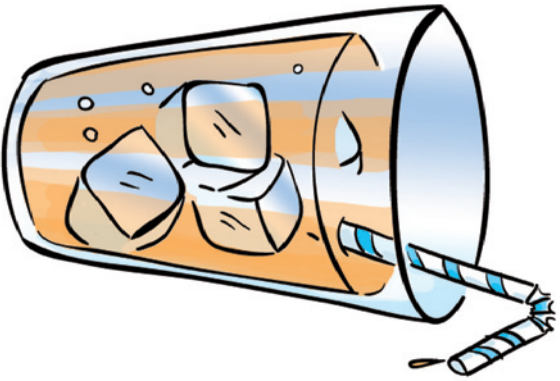
glue
This is **glue**.



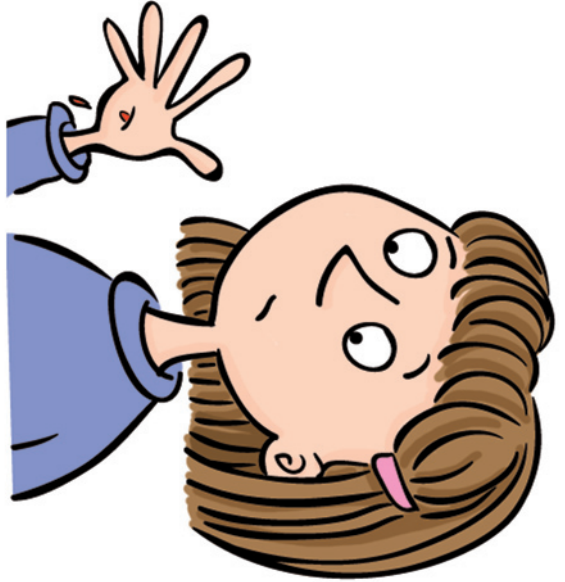
Flashcards



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fold

fold

hurt

The girl's hand **hurts**.

ice

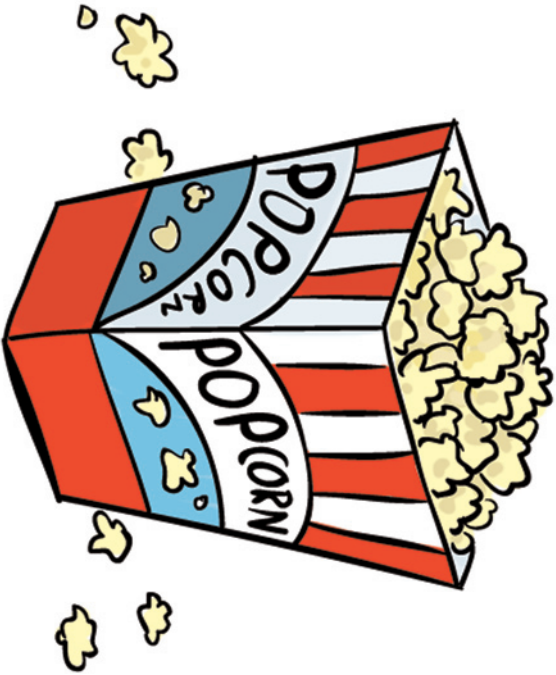
There is some **ice** in
this drink.



Flashcards



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fold

fold

popcorn
I like popcorn.

mirror
The boy is looking
in the mirror.



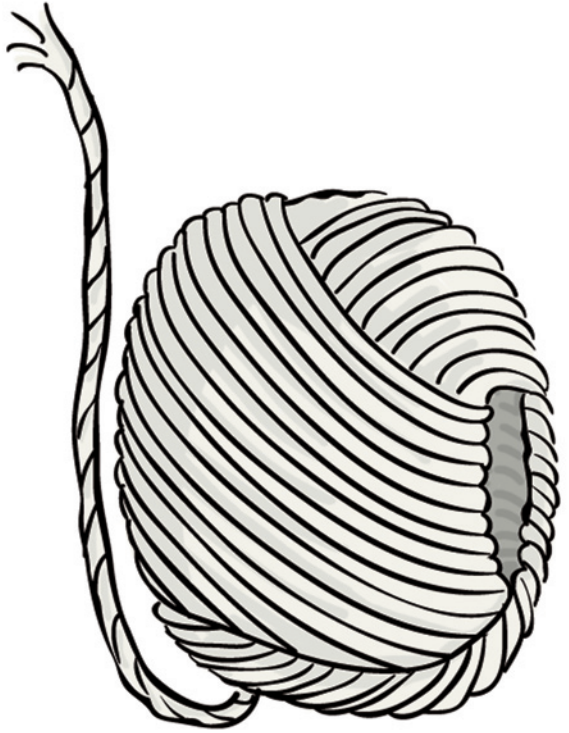
Flashcards



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fold

fold

tooth / teeth
Look at the dog's
teeth!

string
This is **string**.